

Perseverance-in-Action Classroom Tool

Use this tool to consider how to build perseverance for students through daily classroom life. Reflect on steps 1 through 4; then plan your next-level action in step 5!

Step 1: Design for Productive Struggle (The Learner Experience)

- ☐ Do tasks require students to think or problem-solve before being shown a method?
- ☐ Are students expected to attempt before receiving clarification or correction?
- ☐ Do tasks allow for more than one pathway or strategy?
- ☐ Is the cognitive demand high enough that success is not immediate?

Step 2: Facilitate Without Removing the Struggle (Teacher Moves)

- ☐ I allow sufficient wait time before intervening.
- ☐ My prompts support thinking rather than provide answers.
- ☐ I use graduated support (questions → cues → instruction).
- ☐ I communicate trust in students' ability to persist.

Step 3: Make Perseverance Visible and Observable

- ☐ Students revise or retry after an initial attempt.
- ☐ Students remain engaged during uncertainty.
- ☐ Students use resources independently.
- ☐ Perseverance is named and reinforced through feedback.

Step 4: Strengthen Perseverance Through Structure and Routine

- ☐ Students know what to do before asking for help.
- ☐ Struggle strategies are explicitly taught and practiced.
- ☐ Classroom routines support sustained effort.
- ☐ Reflection on struggle is embedded into learning.

Step 5: Commit to One Intentional Shift

1. One instructional or facilitation change I will implement:
2. Evidence I will look for in students:
3. How I will know perseverance is increasing: